INTRODUCTION

1. Reason for choosing the topic

International context:

The world is eager to discuss, exchange and cooperate to develop higher education in order to solve the basic problems set up by the international conference on higher education in Paris (1998) and the problems arose in the first decade of the 21st century.

Domestic Context:

In our country, the problem of renovating management in higher education has been implemented since 2010 under the Instruction 296 / CT-TTg of the Prime Minister. The whole sector is performing the 8th Party Central Resolution of fundamental and comprehensive innovation in education and training.

The universities under the control of the Ministry of Industry and Trade:

The universities under the control of the Ministry of Trade with their specific characteristics are facing many challenges.

Lecturing staff plays a particularly important role and is the decisive factor in the success of innovation in education and training.

2. Research purpose

Doing research on theoretical and practical foundations in lecturing staff and lecturers management, serving as the basis for proposing the set of assessment standards of lecturing staff management and solutions to managing lecturing staff of the universities belonging to the Ministry of Industry and Trade in the current context, approaching human resource management based on development strategies of universities and having access to the university staff capacity.

3. Subject and object of the research

3.1. Subject of the research

Developing lecturing staff and conditions for ensuring lecturing staff development of the universities under the control the Ministry of Industry and Trade.

3.2. Object of the research

Managing the lecturing staff of the universities under the control of the Ministry of Industry and Trade in the current context.

4. Hypothesis

If the set of assessment standards of university lecturing staff management approaching human resources management based on development strategies of universities and having access to the school staff capacity is proposed, this will

create solutions to suitable and feasible management for building teaching staff of newly-upgraded universities from colleges under the authority of the Ministry of Industry and Trade and will make a decisive contribution to the university development in the context of fundamental and comprehensive innovation in higher education and at the same time to referring experiences for the universities in the same system .

5. Content and tasks of the research

5.1. Studying theoretical foundations on university lecturing staff management following the approaches of human resources management based on university development strategies and having access to university staff capacity.

5.2. Assessing real situations of lecturing staff management of the universities under the authority of the Ministry of Industry and Trade following the approaches of human resources management based on university development strategies and having access to university staff capacity.

5.3. Suggesting the set of assessment standards for lecturing staff management under the authority of the Ministry of Industry and Trade following the approaches of human resources management based on university development strategies and having access to university staff capacity.

5.4. Proposing 4 solutions to lecturing staff management of universities under the control of the Ministry of Industry and Trade, following the approaches of human resources management based on university development strategies and having access to university staff capacity.

5.5. Investigating the necessity and feasibility of the set of assessment standards of lecturing staff management and solutions for lecturing staff management of universities under the the authority of the Ministry of Trade as the proposed topic; experimenting feasibility of the solutions: "Developing policies creating impetus for lecturing staff based on their capacity" proposed by the thesis.

6. Research scope

- *Management Entity:* leaders of the universities under the control of the Ministry of Industry and Trade.

- *Research content and scope*

The topic focuses on the study of the suggested set of assessment standards of lecturing staff management, following the approaches of human resources management based on university development strategies and having access to university staff capacity in the current context; evaluating real situations and

suggesting some solutions to lecturing staff management of the universities under the control of the Ministry of Industry and Trade.

- *Object scope and surveyed areas*

The topic makes survey on the objects who are managers and lecturers at the four universities directly under the authority of the Ministry of Trade and Industry including Quang Ninh Industrial University, Viet-Hung Industrial University, Sao Do University and Viet Tri University. Duration for assessing real situations is in 3 years 2012, 2013 and 2014. Duration for applying the solutions is up to 2020.

7. The methodology and research methods

7.1. Methodology

- Having access to the system

- Having access to theories of human resources management based on the development strategies of the organization

- Having access to capacity

- Approaching practice

7.2. The research methodology

- Methods of theoretical studies

- Groups of practical research methods: mathematics statistical methods and methods of using the computer software used for calculating and processing data obtained through investigations and surveys.

8. Protection arguments

(1) University lecturing staff is the key factor that determines the quality and effectiveness of education. This staff should be governed following the approaches of human resources management based on university development strategies and having access to staff capacity, ensuring proper and adequate lecturers recruitment according to working position, qualified lecturers and reasonable structure; appropriate arrangement and assignment to the capacity of each lecturer; consistent and accurate assessment; considerate training and retraining.

(2) Lecturing staff management following the approaches of human resources management based on university development strategies and having access to university staff capacity in the current context should be:

- Developing a set of assessment standards of lecturing staff management;

- Constructing a job description according to working position and concretizing capacity framework of lecturers matching conditions and circumstances of each university;

- Constructing the development plan of lecturing staff in accordance with working position and capacity framework of lecturers consistent with future development strategies of the university;

- Recruiting, arranging, assigning, training, fostering and developing lecturing staff following capacity framework and working position to meet the strategic goals of the future university development;

- Developing a motivating policy for lecturing staff based on their capacity.

9. New contributions of the thesis

- Theoretical aspect: constructing a theoretical framework of lecturing staff management, especially including the content of lecturing staff management, lecturing capacity framework, the standard set of assessing university lecturing staff management based on the university development strategies and having access to staff capacity.

- Practical aspect: from specific analysis and real situations of lecturing staff and management of lecturing staff of the universities under the control of the Ministry of Industry and Trade, we can suggest a number of scientific and practical solutions consistent with the current context, implementing objectives and strategic solutions to the university development, making an important contribution to the implementation of the standpoints of fundamental and comprehensive innovation in education and training in universities directly under the authority of the Ministry of Industry and Trade and this can be used as a reference applied to other universities.

10. The structure of the thesis

Besides the introduction, conclusion, recommendations, list of references and appendices, the dissertation is organized into 03 chapters:

Chapter 1. Theoretical foundations on the management of university lecturing staff in the current context.

Chapter 2. Situation assessment of lecturing staff management of the universities under the authority of Ministry of Industry and Trade.

Chapter 3. Solutions to staff management of the universities under the control of the Ministry of Trade in the current context.

<p align="center">Chapter 1</p>

<p align="center">THEORETICAL FOUNDATIONS ON THE MANAGEMENT OF UNIVERSITY LECTURING STAFF IN THE CURRENT CONTEXT</p>

1.1. Research Overview

1.1.1. Higher education Context

The world is eager to discuss, exchange and cooperate to develop higher education in order to solve the basic problems set up by the international conference on higher education in Paris (1998) and the problems arose in the first decade of the XXI century.

In our country, the scientific research on education in the country new development stage has been converging in the Resolution No. 29 - NQ / TW of the 8th conference of the 11th Party Central Committee.

1.1.2. Studies on lecturing staff

- The role of lecturers

- Lecturing staff capacity

- Capability framework of lecturers

1.1.3. The study on the management of human resources and lecturing staff management

The research projects at home and abroad have mentioned many different aspects of the management of human resources management in general and lecturing staff management in particular. However, the way to have a lecturing staff ensuring the quantity, quality and structure matching the development strategies of the universities with their own characteristics under the Ministry of Industry and Trade hasn't been mentioned, and researched yet. The thesis has applied two main approaches namely the management of university lecturing staff following the approaches of human resources management based on university development strategies and having access to university staff capacity. This is the first time the thesis has examined the current status of school types to find out its difficulties and shortcomings and their own scientific way assisting the universities under the Ministry of Industry and Trade with ability to adapt in the current context.

1.2. University lecturing staff

- The concept of lecturers and lecturing staff

+ Lecturers: Lecturers are the ones teaching in universities and colleges, they have standards, authorities, duties and provisions in accordance with regulations of the State in general and the specific regulations of each university or college in particular. Lecturers have both authorities of a career officer and of lecturers, scientists and social activists.

+Staff: Staff is a collection of a large number of people performing one or several functions and may have the same job or different occupation but share the same identified purposes. They work according to plans and stick together to material benefits or specific spirit.

+ *Lecturing staff:* Lecturing staff is the combination of lecturers performing the tasks of teaching and educating students in higher education establishments of the national education system.

- *The role of the lecturers*

Lecturers are the people who convey knowledge of humanity and organize, direct and guide their students to be active, positive and creative in obtaining knowledge. Besides, lecturers are also the educators, career-oriented people for their students in future. Through their activities they make a contribution directly and actively to the formation and development of student personality development.

- *Activity model and personality patterns of university lecturers*

Lecturers have the duties under Article 55 Chapter VIII, Higher Education Act 2010. The principal activities of lecturers include: Activities to understand objects and educational environment; teaching activities; educating and counseling activities for students; student evaluating activities; cooperative activities in teaching and education; Learning activities, training and self-training; scientific research activities and social activities.

- *Model of lecturer personality*

Lecturer = Teacher + Scientist + service provider.

1.3. Capacity and capacity framework of university lecturing staff

1.3.1. Capacity of lecturers in the new context

In general, the capability of lecturers or lecturing staff is a system of skills, knowledge, abilities and attributes allowing university lecturers to perform their job successfully. Lecturers are considered to have capability when meeting expectations about results of their work.

1.3.2. University lecturer capability frame

Occupational standard framework (capacity framework) of university lecturers includes the Declaration on the core values of the profession; regulations for the work that lecturers should know and be able to do; showing evidences to evaluate the performance of lecturers.

Proposing university lecturers Capacity framework under the Ministry of Industry and Trade of 8 capacity groups 1) capacity to understand objects and educational environment; 2) teaching capacity; 3) capacity of education and counseling; 4) capacity to assess academic performance and discipline of students; 5) capacity to cooperate in teaching and education; 6) capacity to develop profession and pedagogical skills, ethical practice and the quality of citizens; 7) capacity to do scientific research and community service; 8) general capacity.

1.4. Human resources management based on the development strategies of the organization and lecturing staff capacity

4.1.1. Human resource management and development process

* Concepts:

- Human Resource is the human potential of the country.

- Human resources of the organization are an integral part of social human resources.

- "Management is a set of activities for planning, organizing, leading and examining the process of nature, society, science, engineering and technology so that they can develop corresponding to the rules, force resources (existing and potential) material and spirit, organizational system and members of the system, the activities to achieve the intended purpose "[74, p 10].

- Human resources management is a field related to planning, organizing and controlling the selected functions, use, assessment, training, development, maintenance and implementation of the lecturing staff to reach the organization's objectives.

- Strategy is a written plan (or strategic plan) including specific strategies with the strategic objectives (overall objectives and specific targets or general goals and specific goals) with the qualitative and quantitative strategic targets, activities (solutions) and conditions ensuring at the levels: long-term, the highest levels of management, large-scale, survival meaning for a system (value and reason of long lasting existence of that system).

* The development stages of human resources management:

Actually, personnel management according to traditional method has existed and developed for more than 30 years and is increasingly shifting to the management of human resources based on strategies.

1.4.2. Human resources management based on strategic development of the organization

In general, human resources management based on strategies is the management of human resources but focuses on the connection of strategic development, plans or development plans of human resources consistent with strategies and long-term development goals of the organization in order to respond to the changes of the external environment [128].

1.4.3. Lecturing staff Management based on capacity

In general, human resources management based on capacity is an integrated process of planning human resources development together with future

development strategies in order to help organizations assess the capacity of the staff based on existing capacity under the capacity framework required to achieve the vision, mission and long term strategic goals of the organization.

1.5. Lecturing staff management according to the approaches of human resources management and based on university development strategies and approaching university staff capacity.

Performing management with 03 steps (Diagram Figure 1.4):

(1) Planning lecturing staff development;

(2) Organizing and directing the implementation of development plans of lecturing staff;

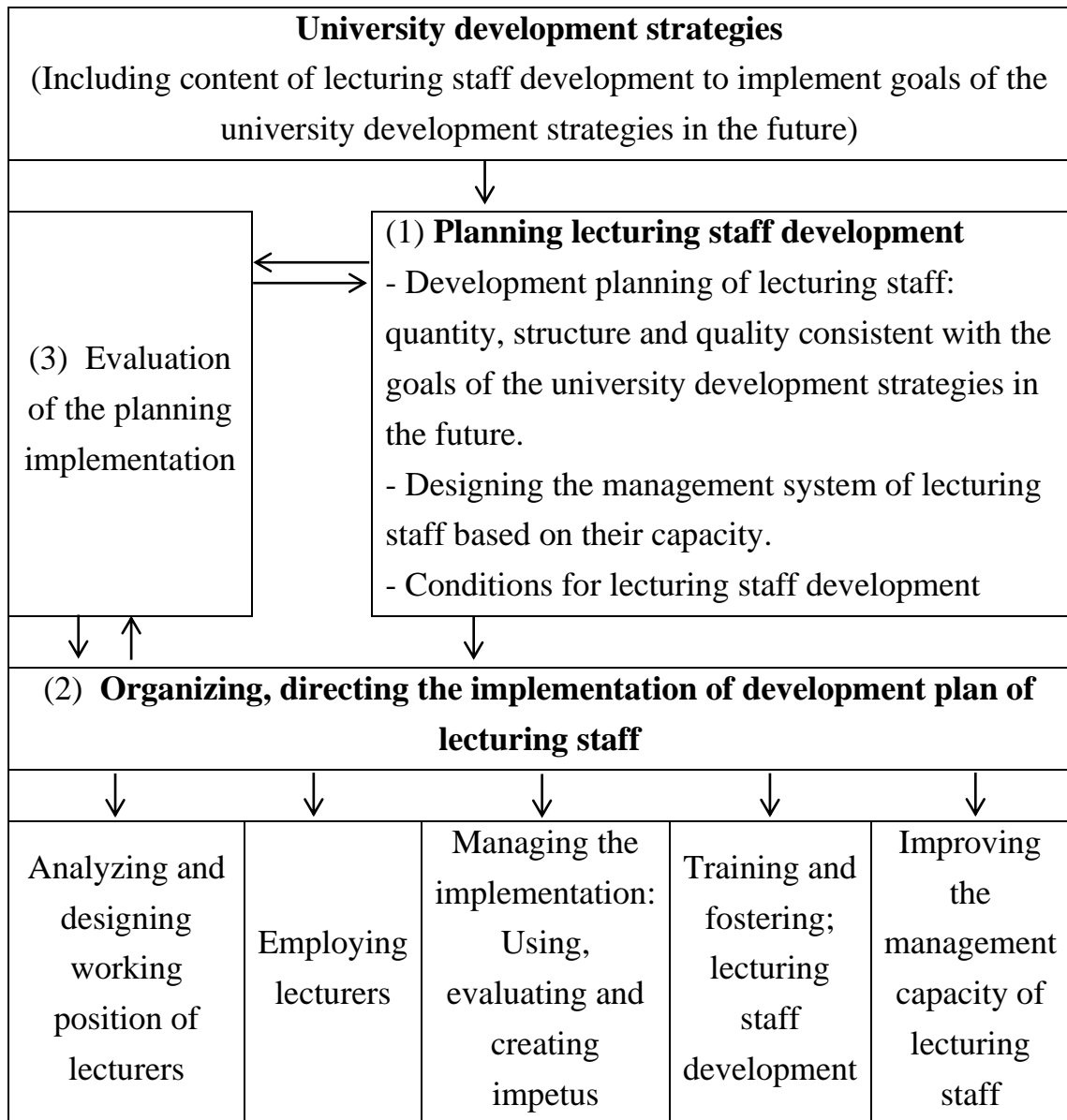(3) Evaluating the results of carrying out development plans of lecturing staff.

University development strategies
(Including content of lecturing staff development to implement goals of the university development strategies in the future)

(3) Evaluation of the planning implementation	(1) **Planning lecturing staff development** - Development planning of lecturing staff: quantity, structure and quality consistent with the goals of the university development strategies in the future. - Designing the management system of lecturing staff based on their capacity. - Conditions for lecturing staff development

(2) **Organizing, directing the implementation of development plan of lecturing staff**

Analyzing and designing working position of lecturers	Employing lecturers	Managing the implementation: Using, evaluating and creating impetus	Training and fostering; lecturing staff development	Improving the management capacity of lecturing staff

Figure 1.4 Chart of managing lecturing staff with 3 steps

1.6. Factors affecting university lecturing staff management

- *Subjective factor*: leadership and direction of the management levels; strategic plan of the university etc.

- *Objective factor: ec*onomic, political, scientific and technological environment; cultural and educational environment.

Conclusion (Chapter 1)

Understanding the work related to the thesis of many domestic and foreign authors shows the general context of higher education today. Higher education receives domestic and international special attention and concern and this requires a rapid and comprehensive change including innovation in lecturing staff management. This is the problem attracting research of many people. The study on lecturing staff has confirmed the decisive role of lecturing staff in the process of innovation and higher education development.

The study on lecturing staff management has mentioned various aspects of lecturing staff management in various fields and levels of education and training following different approaches, including human resource management approach.

The thesis uses the methodology and scientific research methods to clarify the concept of the topic. Especially the thesis has constructed theoretical framework for managing lecturing staff following the approaches of human resources management based on university development strategies and approaching university staff capacity. Besides, the thesis has suggested the capacity framework of university lecturing staff under the authority of the Ministry of Industry and Trade.

Chapter 2
SITUATION ASSESSMENT OF LECTURING STAFF MANAGEMENT IN THE UNIVERSITIES UNDER THE AUTHORITY OF THE MINISTRY OF INDUSTRY AND TRADE

2.1. Data collection

Using the following methods: statistics and summarizing practical experience (from 8 universities); questionnaire (in 04 universities) in order to:

- Generally evaluating the formation and development of universities under the Ministry of Industry and Trade (MOIT);

- Assessing real situation of teaching staff on: number; qualification; structure and capacity;

- Assessing management of teaching staff regarding staff development planning; organizing and directing the implementation such development plans.

2.2. An overview of universities under the authority of the Ministry of Industry and Trade

- The universities are established on the basis of upgrading from college, training multi-level, multi-major with career-oriented applications.

- The facility which is not comprehensive while serving multi-level training mission is weak and insufficient.

- Training scale tends to decrease, fast decrease in the low-level training. University training scale is relatively stable (as shown in Figure 2.1)
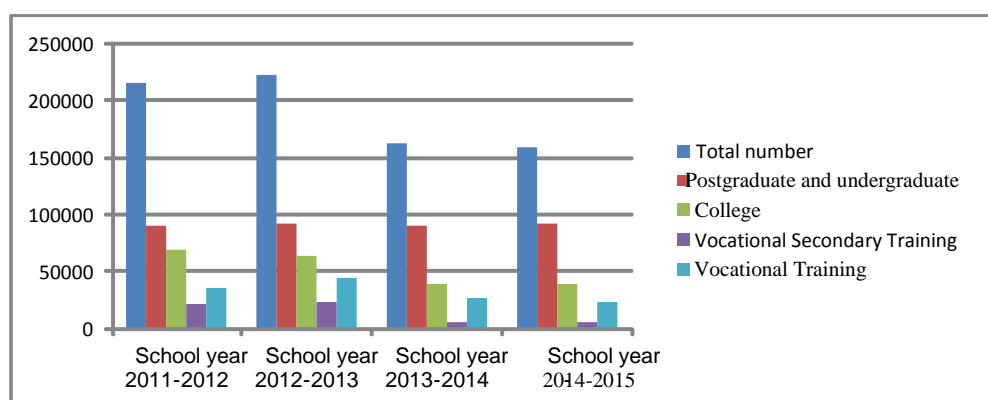

Figure 2.1. Training scale of the 8 universities over the years

2.3. Teaching staff situation

- *Gender structure*: see the table below

Table 2.5. Gender structure

Unit	University	Total staff	Female		Male	
			Number	**Rate %**	**Number**	**Rate %**
1	Quang Ninh Industrial University	234	110	*47*	124	*53*
2	Sao Đo University	448	182	*40.63*	266	*59.37*
3	Viet Tri Industrial University	254	130	*51.18*	124	*48.82*
4	Viet – Hung Industrial University	290	127	*43.79*	163	*56.21*

From the table, we can see the teaching staff structure of universities under MOIT is equal between male and female.

- Age structure: number of lecturers aged 31-40 accounted for the highest percentage. The next is the age from 30 or under. Lecturers at the over 50 has the lowest percentage.

- Number and qualification of lecturer: is shown in summary table on lecturers and students over the years (Table 2.10) as below:

Table 2. 10. Number of lecturers and students of four universities from 2011 to 2014

Unit : person

Academic year	2011 - 2012	2012 - 2013	2013 - 2014
Lecturers	1.326	1.292	1.226
Doctor degree	**142**	**94**	**85**
Rate %	*10,70*	*7,27*	*6,93*
Master degree	848	837	818
Rate %	*63,95*	*64,78*	*66,72*
Students	30.129	25.066	20.905
Rate of student per lecturer	*23/1*	*19/1*	*17/1*

The table 2.10 shows that:

The number of lecturers slightly decreased and witnessed a steady reduction from 2011 to 2014. The ratio of students per teachers also fell continuously over the years due to rapid decline of training scale below tertiary level.

The qualification of all universities' lecturers is quite low to meet the requirement. Rate of lecturers having Doctor Degree tended to decrease from 10.7% in 2011-2012 to 6.93% in 2013-2014 academic years respectively.

Most lecturers have good virtue, good moral character and are good citizens. They have some basic competence to teach practice well, but they are not good at theoretical teaching and scientific research. Some vital and necessary competences to lecturers in integration context are their weakness namely: the adapting capacity to continuously changing environment; capacity to participating in international cooperation programs; foreign languages.

2.4. Real situations of lecturer management

The survey's result indicates the following:

Strengths

The universities are well aware of the importance of staff management in association with the implementation of their mission and strategic objectives in different development stages; they all have built "Strategy for the university development" which includes "tasks, content and solutions to develop teaching staff" and they have also built the "lecturer development planning ".

The recruitment is obligated to the regulations, rules and legislation on labor recruitment. Staff management and assignment is basically rational. The universities pay attention to training/ fostering their lecturers.

The limitations and reasons

Besides the above-mentioned basic strengths, the universities face many limitations in managing their staff which must be overcome. The construction of the development strategy is not professional with weak forecast and many content not matching the reality. There has no strong links between the goals of the overall strategic development of universities and common, specific goals. The identification and description of the duty of each working place, from which to build capacity framework for each position is a weakness in the management of the university's staff. The analysis and design the staff's duty are still general, lack of specification and are not based on contrasting current capability with the development trend of labor market. Due to such limitations, many other tasks such as planning the development of staff to their working place and capacity framework; training and retraining of staff to their working place and capacity framework; developing a policy to motivate the staff according to capacity etc… are restricted.

Hence job description and competence framework determination to lecturer's position are both the cause and limitations of staff management in universities under MOIT. This is quite complicated and difficult issues to be prioritized to solve.

One of the objective reasons to mention is the government policies, especially policies for wages and remuneration to teachers and educational managers having drawback and being inappropriate with the current context.

2.5. Staff development in the universities under MOIT

The situational context has created opportunities as well as potential risks to the universities under MOIT:

Opportunities: the Communist Party's guidelines and policies and the investment of the State and society in education; the role of the universities under MOIT and the attention of the Ministry.

Risks: facing prolonged competition and unequal in the integration process.

Conclusion (Chapter 2)

The survey to assess the staff management situation in universities under MOIT indicates:

Capacity: the majority of the universities' staff have good moral qualities, are enthusiastic, active and excellent in practical training. However they are bad at theoretical teaching and scientific research; their training qualification is uneven.

Implementing the duty of university lecture, the teaching staff reveals their weaknesses in capacity which should be recovered.

Regarding the staff management: there are some basic strengths which can be seen in all administrative aspects. However dealing with emerging issues, particularly in integration context this management reveals drawbacks and shortcomings to be remedied. Those include weaknesses in staff development planning; in job description and capacity framework construction to each position of lecturer; in staff training and development, in mechanism and policy setting to motivate teaching staff…

For the above mentioned situation, it is an urgent task of staff management in universities under MOIT to construct basic and synchronistic solutions in order to quickly develop qualified staff for the universities' development strategic goals.

Chapter 3
SOLUTIONS TO STAFF MANAGEMENT IN THE UNIVERSITIES UNDER MOIT IN THE CURRENT CONTEXT

3.1. Development orientation of universities under MOIT

On January 22nd, 2014 the Minister of Industry and Trade has signed Decision No. 789 / QD-BCT on approval the project "Organization, arrangement of the training institutions under MOIT until 2020".

3.2. Guidelines to recommendation proposal

The proposed solutions should be legal, systematic, practical, legacy and ensure the harmonious combination of lecturer's needs and interests and the university's overall objectives.

3.3. Proposing standard, scale and assessment tools to the management of teaching staff in the universities under MOIT

The proposed set of assessment standards to staff management includes *03 standards, 10 criteria and 60 indicators* under the process of "Planning - Organizing and directing implementation - Assessing staff development planning".

3.4. Solutions to staff management in the universities under MOIT.

Based on theoretical studies and assessment of staff management situation in universities under MOIT, 04 solutions are proposed as followed:

1) Developing a job description and concretizing staff capacity framework consistent with the conditions and circumstances of each university.

2) Formulating staff development plans upon working position and capacity framework matching the university's future development strategy.

3) Innovating training management, fostering lecturing staff according to their working position and capacity framework to meet the university's development strategic goals.

4) Developing motivating policies according to lecturer's capacity.

3.5. Link among the solutions

Each solution is its position, importance and certain influence scope to staff management in universities under MOIT. These staff management solutions are a part of a systematic, mutual organic relating and interacting to promote the process, improve staff management efficiency. In case of being used independently, each solution would lose some of its effect on managing the staff.

3.6. Investigating and experimenting the solutions

3.6.1. Investigating the feasibility of the assessing set of staff managing standards

Making survey to managers and lecturers of the 04 universities under MOIT on the reasonableness and feasibility of the proposed assessing set by filling in the questionaire. Assessment on 5 scales ranging: "1" for "Totally inappropriate / totally infeasible" corresponding to 1 point, "5" for "very reasonable / very feasible", corresponding to 5 point. Calculating and ranging the average value of each question and content.

The results showed that the majority agree high reasonableness and feasibility of "The Standard set".

3.6.2. Experimenting the neccessity and feasibility of the solutions

Making survey to managers and lecturers of the universities under MOIT on the reasonableness and feasibility of the four proposed solutions.

Delivering questionnaire to 03 groups namely: educational managers; experts on educational management; the lecturers who directly teach at the universities under MOIT. Asking their opinion by filling the test papers. Assessing the necessity and feasibility on 5 scales ranging "1" for "Totally unnecessary" / "Absolutely impossible," corresponding to 1 point, "5" for "very necessary "/" very feasible "corresponding to the 5 point.

The results indicate the high necessity and feasibility of the solutions. This shows that:

+ The content of the proposed solutions is consistent with the actual needs and highly necessary.

+ The solutions are close to practical so they are highly feasible.

+ The proposed solutions contain many new elements which can be applied in a long process.

3.7. Testing the solutions

Verifying the necessity and effectiveness of utilizing 01 solution to demonstrate the proposed scientific theories. Solution to be tested is: "Motivating policy to lecturing staff according to their competence". Testing time is 12 months, from 01/01/2014 to 31/12/2014. The testing takes place in Viet-Hung Industrial University. The testing object is the new policy to lecturers on the basis of responding capacity criteria and efficiency. The motivating contents include:

- Lecturers achieving a doctoral degree and lecturer capacity standard;

- Lecturers attending PhD courses;

- Lecturers participating in constructing training curriculum and compiling textbooks;

- Lecturers meeting the criteria of teaching quality of the university;

- Lecturers participating in scientific research.

The tested results showed that most content of the motivating policies are well used which is shown in in the table below:

- The results of training and fostering: to be reflected in Table 3.5

Table 3.5. A comparison of lecturer in 2013 and 2014

N⁰	Contents	Unit	Result		Increase rate(%)
			2013	2014	
1	Professional training				
	Fellow:	Person	10	23	56.5
2	Professional skills training	Person			
	- Higher education:		135	200	32.5
	- Active teaching methods		80	120	33.3
			55	80	31.3

	- Student managing method				
3	Other skill training				
	Foreign language:	Person	65	199	67.3
	Computer science:		0	305	-
	- Basic		0	215	-
	- Advance		0	90	-

From the table 3.5 we see: the result of professional and skill training and fostering in 2014 increases in compare to 2013

- The result of training curriculum construction and Textbook compile to be seen in table 3.6:

Table 3.6. Training curriculum construction and Textbook compile for higher education in 2013 and 2014

N⁰	Content	Unit	Outcome		Increase
			2013	2014	
I	Training curriculum construction	Program	*11*	*21*	*47.6*
II	Textbook compile	Book	*328*	*411*	*20.2*

It can be seen from table 3.6 that in 2014 (applied academic year) the number of training curriculum constructed increases 10, textbooks compiled increases 83. This confirms the appropriate policy.

- Outcome of teaching activities: to be shown in table 3.7

Table 3.7. Lecturer's teaching result in 2013 and 2014

N⁰	Content	Unit	Outcome		Increase
			2013	2014	
I	*Modules*				
1	Total modules in academic year	Module	363	404	41
2	**Number of modules achieving quality targets**	Module	236	384	148

N[0]	Content	Unit	Outcome		Increase
			2013	2014	
3	Achieving quality target rate	%	65	95	30
II	*Lecturing time*				
4	Total planned teaching hour/ year	Hour	63,450	79,800	16,350
5	Number of hours achieving quality targets	Hour	38,070	71,820	33,750
6	Achieving quality target rate	%	60	90	30
III	*Lecturer*				
7	Total lecturers teaching/ year	Person	235	285	50
8	Number of lecturers achieving quality targets	Person	155	256	101

From the table we can see that:

Compared with the previous academic years the number of teachers achieving quality target increased by 101; the percentage of modules achieving quality indicators increased by 30%; lecturing hours increased 33.750 hours. The achieved result is very important, promoting the lecturers to be positive, initiative, creative while preparing and giving lectures.

- *The outcome of scientific research is shown in table* 3.8

Table 3.8. Scientific research outcome in 2013 and 2014

N[0]	Content	Unit	Outcome		Increase
			2013	2014	
1	Number of lecturers participating	Person	22	262	240
2	Total time spent	Hour	1,250	78,706	77,456

| N⁰ | Content | Unit | Outcome | | Increase |
			2013	2014	
3	Scientific research topics/ tasks recognized	Topic	15	62	47
4	Number of lecturers fulfilling the scientific research requirement	Person	24	46	22
5	Number of transferring agreements	Agreement	1	3	2
	- Domestic		*1*	*2*	1
	- Foreigner		*0*	*1*	1
	Total value	Mil. VND	***120***	***1,070***	950
6	Number of students participating	Person	0	32	32
7	Scientific research topics recognized	Topic	0	96	96

From the table we can see that:

Total number of s participating in scientific research has increased by 240 people. Total hours of spent on scientific research has increased by 77.456 hours. Especially 32 students are guided to participate in scientific research with good results.

The above results have confirmed the positive effects of the policies. Thus, such policies should continue to be improved and applied in subsequent years at the universities under MOIT.

Conclusion (Chapter 3)

Stemming from the Communist Party's standpoints on education and training reform; orientation of the state socio- economic development by the Ministry of Education and Training and the Ministry of Industry and Trade; analytics from the theoretical and practical foundations; from the real situation and development strategies of the universities under MOIT, *"The assessing set of staff managing standard in universities under MOIT "* proposed by the thesis author including *03 standards, 10 criteria and 60 indicators*; as well as 4 solutions to staff development and management which are proposed by the author to apply in the universities under MOIT in the period of industrialization and modernization and international integration.

The 04 proposed solutions are as followed: 1) Developing a job description and concretizing staff capacity framework consistent with the conditions and circumstances of each university; 2) Formulating staff development plans upon working position and capacity framework matching the university's future development strategy; 3) Innovating training management, fostering lecturing staff according to their working position and capacity framework to meet the university's development strategic goals; 4) Developing motivating policies according to lecturer's capacity.

The necessity and feasibility of the 04 solutions were confirmed through investigating results in the 04 universities under MOIT. Particularly the fourth solution of "motivating policy to lecturing staff according to their competence" has been successfully tested at Viet-Hung Industrial University.

CONCLUSION AND RECOMMENDATIONS

1. Conclusion

By studying the rationale for staff management in universities in aspect of human resources management basing on the university's development strategy and accessing to the staff capacity, from the current situation of the universities under MOIT, the author have completed his research named " Staff Management in the universities under MOIT in the current context". The research outcome is *"The assessing set of staff management standard in universities under MOIT"* and the staff management solutions in the universities under MOIT in the period of industrialization and modernization and international integration, and some conclusions are given:

1) Higher education has a vital role in the development of all countries. Improving lecturer's capacity means improving the quality of lecturers – a decisive factor to successfully implement educational reform. Theoretical issues of human resource management basing on development strategy and staff capacity have been analyzed and clarified by the author. From those to form theory framework of staff management in universities in aspect of human resource management basing on development strategy and staff capacity of the universities.

2) The universities under MOIT are established by upgrading from college. The lecturing staff in these universities have various training qualification in particular, capacity in general. Currently all the universities are training higher education level with career applicable orientation. The study and proposal of staff management solutions in aspect of human resource management basing on development strategy and staff capacity of the universities are necessary and responding to the universities in the current context.

3) On the basis of analysis, assessment of staff management situation and theory of staff management in aspect of human resource management basing on development strategy and staff capacity of the universities, the thesis has built five principles while proposing solutions. The suggested solutions to staff development and management in universities under MOIT include: 1) Developing a job description and concretizing staff capacity framework consistent with the conditions and circumstances of each university; 2) Formulating staff development plans upon working position and capacity framework matching the university's future development strategy; 3) Innovating training management, fostering lecturing staff according to their working position and capacity framework to meet

the university's development strategic goals; 4) Developing motivating policies according to lecturer's capacity.

The above mentioned solutions are comprehensive and highly systematic, the first solution of which is considered as a breakthrough solution, the second and the third are the key solutions. The fourth is a foundation solution. Such solutions has a close and supplementary relation with each other. Realizing the solutions synchronously will be likely to bring about positive changes in improving staff capacity, meeting the training requirements of human resources in new period of state development.

4) The outcomes of investigating and experimenting have confirmed the necessity, feasibility and effectiveness of the solutions, and confirm the results of the thesis.

2. Recommendations

2.1. To the Ministry of Education and Training and Ministry of Industry and Trade

- It is neccessary to implement state management role in education - training.
- Gradually empowering the university's director to pay teachers' salary.
- Giving supporting mechanism to the universities which are newly upgraded.
- Creating a legal framework of the mechanism to the universities to mobilize social resources.

2.2. To universities under MOIT

- Strengthening decentralization within the universities.
- Issuing regulations on standards, responsibilities and duties of teachers basing on the State's provisions to instruct the universities in the construction of lecturers' responsibilities and duties.
- Applying the solutions proposed by this thesis appropriately to the circumstances and actual conditions of each univesity.
- In addition to the provisions given by the State, ministries, the universities need to actively build their own regulations motivating development.
- Develop policies of recruiting talented lecturers - from excellent students at high schools so that they have long-term commitment to the university.

2.3. To lecturer staff

Every lecture should build their own 'personal educational philosophy" responding to the university's development strategy. This is the life plan of lecturer's teaching. With this plan each lecturer will see their own future image at certain time to constantly striving to improve their capacity in all aspects.

LIST OF PUBLISHED SCIENTIFIC PAPERS

1. Nguyen Đuc Tri. *The views and solutions to human resource training in the context of integration and economic development in Vietnam.* Proceedings of Scientific Workshop on human resources Training in the period of integration and economic development. Centre for Analysis and forecasting manpower training needs, Vietnam Institute of Educational Sciences. 2013

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3. Nguyen Đuc Tri. *The basic characteristics of the management of university lecturers approach to strategic human resource management*. Educational Management Journal, Academy of Management Education. January 2015.

4. Nguyen Đuc Tri. *Process of managing teaching staff at universities basing on strategic human resource management upon capacity*. Journal of Vietnam Teachers, the Association of former Vietnam teachers. March 2015.

5. Nguyen Đuc Tri. *Building capacity framework and virtue of university lecturers in current context*. Journal of Education. Special Issue. July 2015.

6. Nguyen Đuc Tri. *Job description of working position of lecturers*. Journal of Education. Special Issue. July 2015.